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Southern Education.

HAMPTON'S THIRTY-FIFTH ANNIVERSARY CELEBRATED, BEFITTINGLY—HAMPTON MEMORIAL LIBRARY DEDICATED—THE OGDEN PARTY AND OTHER DISTINGUISHED VISITORS—TWO FAMOUS GRADUATES PRESENT—DR. WASHINGTON'S TELLING ADDRESS—THE EXERCISES IN DETAIL.

Hampton, Va.—Special.—The anniversary exercises of the Hampton Institute were held April 28 and 29. At this time also the beautiful new Huntington Memorial Library was dedicated. On such occasions Hampton is usually favored with the presence of a number of distinguished visitors. But this perhaps eclipsed all others, owing to the presence of Mr. R. C. Ogden's party and many other prominent persons fresh from the Southern Educational Conference at Richmond.

Anniversary week began inauspiciously, but when Tuesday and Wednesday came there was little to be desired. Thus Hampton's record for fair weather on these occasions remains unbroken.

The first of the exercises of the week was a sermon on Sunday by one of Hampton's trustees, Dr. Alexander McKenzie, of Cambridge, Mass. He preached from Psalms 1:3, and in figures long to be remembered likened man to a tree in his development and influences.

The dedication of the new library building came on Tuesday. This is a fine structure of brick and granite and Indiana limestone, built in the old colonial style of architecture, with a striking dome. It is the gift of Mrs. Collis P. Huntington and is supposed to cost nearly \$100,000. The exercises were fittingly held in the new gymnasium, a modest but capacious wooden building, erected to take the place of the old gymnasium displaced by the new library. The 700 students were on raised seats back of the platform. On the platform sat His Excellency, the Governor of Virginia, Pres. Hoadley of Yale, Booker T. Washington of Tuskegee, Prof. Francis G. Peabody of Harvard, Prof. L. H. Bailey of Cornell, Dr. Dreer, of Roanoke College, George Foster Peabody, R. C. Ogden, Richard Watson Gilder of The Century Magazine, Dr. Stead of The Review of Reviews, Dr. Lyman Abbott of The Outlook, Dr. Lyman Williams, and many others, in addition to the trustees and curators of the school. And on the floor were many visitors, white and colored, from both the north and the south, who have distinguished themselves as educators.

Two members of the graduating class, George H. Hamlin and Lorenzo

Men of the Hour.



REV. TEUNIS S. HAMLIN,
Acting President of Howard University, Washington, D. C.

Hall, an Indian and a Negro, respectively, spoke upon the influence of books among their people. Mr. Hamlin made the point that if the Indian merely made a living by industry he exchanged the hunting stage for the industrial stage and still fell short of what civilization offered him. That was to be gained largely through books.

The addresses of the occasion, however, were made by Pres. Hoadley of Yale and Booker T. Washington of Tuskegee. Pres. Hoadley said, among other things, that no school or college, however practical and industrious, can afford to fail to center its interest in a library. The library makes possible the better use of things learned in the shops and in the schools. For no matter how well you learn to use your hands in the shops you need all the more to use your head. And besides, the library, rightly used, can teach more than any teacher. The library finds its best use in connection with a school, for the mission of a school is service. The library there becomes the compliment and culmination of

the first was not lost by the second. He advanced a step farther and showed organizing power. General Armstrong was Thad. Mr. Frissell in nowise withdraws from General Armstrong's work, but carries it a step higher.

Mr. Washington's eloquent speech was largely eulogistic of Mr. Collos P. Huntington, and an appeal to the north and south to follow Mr. Huntington's idea in the treatment of the weaker races. Mr. Washington began by showing that the means of attaining greatness has always been by interesting one's self in the unfortunate, and instance with Abraham Lincoln and Christ as examples. He also showed that Mr. Huntington was not limited in sympathy to one race, as the management of his shipyards at Newport News, Va., illustrated. He then told of a visit to the shipyards. As he was passing through with Mr. Huntington a Negro workman, without lifting his eyes from a piece of machinery he was directing, said to

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An Educational Centre.

THE PIONEER SCHOOL FOR THE EMANCIPATED FOUR MILLIONS—A MONUMENT TO THE PATRIOTISM AND GENIUS OF GEN. O. O. HOWARD—GRADUATES FROM EVERY STATE IN THE UNION AND FROM THE ISLANDS OF THE SEAS—A BRILLIANT RECORD OF DEEDS AND ACHIEVEMENTS—A NATION'S WARD.

When the Congress of the United States established the great Bureau of Refugees, Freedmen and Abandoned Lands, its scope as its name imports, was not intended to be confined to the needs of the colored race in the south, who by the arbitrament or logic of the war of 1861, became practically the nation's wards, but their helplessness and the importunate demand for the alleviation of their almost hopeless condition soon dwarfed the importance of every other subject placed within the jurisdiction of the Bureau, and early in its great history of race usefulness it came to be known only as the Freedmen's Bureau, a title which clung to it to the close of its existence. It was fortunate for the government and it was of incalculable benefit to the race that a man of such talents, such christian life and of such training as General O. O. Howard was called to preside over the destinies of the Bureau. What is accomplished is history. All the progress the race in the South has made in every line of intellectual and economic endeavor had its inspiration and its direction into the wisest channels in the instruments selected by General Howard to carry on the stupendous work of settling a but recently freed people upon the road to individual initiative and self help.

General Howard dedicated the best years of his life to this noble work and to him must be yielded the honor of having designed and established the great Howard University of this city as an important and indeed an indispensable link in the chain of the race's advancement. The breath of the man is displayed in the Shibboleth of the University: "No distinction of sex, race or creed." The wisdom of its creation and the generosity of Congress have been abundantly vindicated. It has taken no backward step. It was the pioneer in affording facilities for the higher education of the race and it has easily maintained its leadership. Schools and colleges devoted to various specialized branches of education have arisen in many parts of the South and they will continue to be established wherever philanthropy or legislative justice responds to the impulse of the race for higher develop-

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